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Questionnaire returns from 384 nonimmigrant foreign students enrolled during at least one of the two semesters of the academic year 1960-61 at New York University provided the basis for several specific recommendations for administrative action whereby the university could improve its services to these students. The study was conducted by the Office of Institutional Research at New York University at the request of the Committee on Foreign Students. In addition to a summary of recommendations, the preliminary report describes the methodology used in the study, points up the highlights of the profile of nonimmigrant foreign students at the university, and describes the needs and difficulties of these students as reported in the questionnaire returns.

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New York University
Office of Research Services: Institutional Research

PRELIMINARY REPORT ON THE STUDY OF NON-IMMIGRANT FOREIGN STUDENTS
AT NEW YORK UNIVERSITY

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Joseph Tanenhaus, Assistant Director
for Institutional Research
Office of Research Services

October 1961

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NEW YORK UNIVERSITY

WASHINGTON SQUARE

NEW YORK 3, N.Y.

OFFICE OF RESEARCH SERVICES

INSTITUTIONAL RESEARCH

November 3, 1961

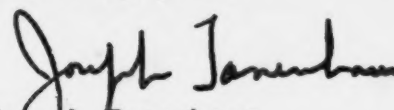
Dr. Winslow Hatch
Division of Higher Education
U.S. Office of Education
Department of Health, Education, and Welfare
Washington 25, D.C.

Dear Dr. Hatch:

At the suggestion of Dr. John Dale Russell, I am enclosing
a copy of the Preliminary Report on the Study of Non-Immigrant
Students at New York University.

This study was initiated by Dr. Russell before his retirement
and subsequently completed by me.

Sincerely yours



Joseph Tanenhaus
Assistant Director
for Institutional Research
Office of Research Services

JT:vb

Summary of Recommendations

Recommendations for administrative action have been included in the body of this report wherever they seemed appropriate. They are merely summarized here.

1. Widely publicized orientation lectures and a handbook about the University and the services it makes available should be offered to foreign students at the beginning of each semester.
2. Alumni abroad seem to constitute an important enough source of information about New York University so that an attractive booklet describing the University should be distributed to potential foreign students through alumni in foreign lands.
3. Access to faculty members for advisement should be facilitated.
4. A small revolving 60-day loan fund should be established to assist students who are financially embarrassed by delays in the transmittal of funds from home.
5. Some effort should be made to improve the opportunities for making social contacts, especially for newly enrolled foreign students.
6. A course for foreign students should be developed which sketches in broad strokes the fundamentals of American life and institutions.
7. With the above exceptions, no substantial increase in assistance with non-academic problems is desired, expected, or warranted.

Part I

Introduction

In the Spring of 1961 the Committee on Foreign Students requested the Office of Institutional Research to undertake a study of non-immigrant foreign students at New York University. The members of the Committee, Dean Frank McCloskey, Professor Richard Toven, Professor Christian O. Arndt, and Dean Donald Bullard, had two basic purposes in mind: (1) to develop up-to-date information on the characteristics of our Foreign Student Population and (2) to obtain data useful for determining how University services to these students can be best improved.

On May 1, 1961 a twenty-page questionnaire (Appendix D) was mailed to each of the 1,944 persons on the Foreign Student Center's roster of non-immigrant students from other lands who had been enrolled during at least one of the two regular semesters of 1960-1. The questionnaire was designed by Dr. John Dale Russell under the general guidance of the Committee. Dr. Russell also supervised the coding of the questionnaire and arranged with Mr. Paul Hammelberg of the Data Processing Center for the preliminary processing of the data. Further processing of the data and their analysis have been undertaken since Dr. Russell's retirement.

384 students returned completed questionnaires in time to have them included in this analysis. Since 291 questionnaires were found by the Post Office Department to be undeliverable because of unsatisfactory addresses, the returns constitute 23.5 per cent of all the questionnaires delivered. A breakdown of the returns by country and the geographical areas used for tabulating purposes has been attached as Appendix A.

The sample seems to be fairly representative of New York University's non-immigrant foreign student population. In Appendix B data pertaining to the representativeness of the sample are discussed.

The remainder of this report is divided into three parts. Part II points up the highlights of the Profile of Non-immigrant Foreign Students contained in Appendix C. Part III describes their needs and difficulties as the students view them. Part IV discusses the extent to which these students rely (and would like to rely) on the University for assistance in solving their problems. It should be understood that the desire of the Dean of Students and other members of the Committee on Foreign Students to have this report available by mid-October has precluded a comprehensive analysis of the data and a lengthier commentary upon them.

Part II

Highlights of the Profile of Non-immigrant Foreign Students Contained in Appendix C

According to sample data, the bulk of the non-immigrant foreign students during the 1960-1 academic year enrolled in seven schools and colleges: Graduate School of Business Administration (GBA), 20.3 per cent; Graduate School of Arts and Science (GAS), 17.2 per cent; School of Commerce, Finance, and Accounts (Commerce), 10.7 per cent; School of Education, 10.7 per cent; College of Engineering, 8.6 per cent; Washington Square College (WSC), 8.6 per cent; and the School of Law, 5.5 per cent. Three-quarters of these students were men; and of these one-third were married. Fewer than one woman in five was married. Altogether slightly less than six per cent of the total sample was made up of persons whose spouses did not accompany them here.

In answer to a question about how they first heard of New York University, 39.8 per cent suggested a "friend," a term whose meaning tends to vary from one context and culture to another. The second most important source of information about the University was its alumni. About 14 per cent of the respondents said that they first heard about N.Y.U. through its graduates. The importance of alumni abroad as a source of information about the University indicates that an attractive booklet describing N.Y.U. should be distributed to potential foreign students through alumni in foreign lands.

More than 40 per cent of the respondents reported that they had applied only to New York University. Another group, almost as large, applied to at least one other school successfully. Only a small number (7.0 per cent) said that all of their applications elsewhere had been turned down.

Less than 10 per cent of the respondents to the questionnaire seemed to consider their knowledge of the English language a serious hardship. We suspect that the percentage acknowledging difficulty is this small because of a bias in the sample. The students having the most severe language problems tend to enroll in the non-degree granting American Language Institute of the Division of General Education before entering a degree granting school or college. No more than a handful of this sizable group of students returned completed questionnaires.

About 85 per cent of our respondents indicated a single main source of financial support. The most prominent sources mentioned were personal funds (43.2 per cent), earnings while in the United States (16.9 per cent) and scholarships and fellowships (11.5 per cent).

Finally, the major career objectives of the persons in the sample were university teaching (20.3 per cent), business and commerce (19.3 per cent), government service (10.9 per cent), and engineering (9.9 per cent).

Part III

The Needs and Difficulties of Non-Immigrant Foreign Students

Non-immigrant foreign students encounter a wide variety of academic and non-academic needs and difficulties. This study was designed to elicit their perceptions of their own problems and requirements. The non-academic needs will be considered first.

A. Non-academic Needs

By non-academic needs we mean housing, food, financial resources, social life, and cultural life.

Housing: Nearly three-fifths (57.3 per cent) of the respondents to the questionnaire indicated that they had experienced no difficulty in obtaining satisfactory housing. Another quarter (26.6 per cent) indicated that their only housing difficulty was the result of "the general scarcity of rental facilities convenient to the University at a price they could afford." Less than 10 per cent (9.9) experienced difficulties because of color, nationality, religion, children in the family, or other reasons. Difficulties with housing were unrelated to the length of time spent at New York University or to marital status. There is a slight relationship between sex and housing problems; single women had somewhat more difficulty than single men in obtaining suitable housing.

Food: Food has not proved to be a serious problem for foreign students. A substantial number of persons did not, of course, find the selection of dishes and their seasoning quite to their tastes, but a goodly number of these seemed ultimately to have adjusted without severe gastronomical disturbance. In fact, less than 1 per cent of the respondents indicated that they had been adversely affected physically because of food.

Cultural Activities: More than half of our respondents registered no complaint about access to cultural facilities. Most of the remainder attributed their unsatisfactory cultural experiences to a lack of either time (19.3 per cent) or money (9.1 per cent). The character and extensiveness of the respondents' cultural lives were independent of country or geographical area and only slightly a function of the length of time spent here. 46.7 per cent of those who had been at New York University for less than 12 months found their cultural lives satisfying. Of those who had been here for more than 12 months 57.3 per cent registered no complaint about access to cultural facilities.

Social Contacts: Social contacts seemed something more of a handicap to our non-immigrant foreign students than food, housing, or cultural life. Only 39.5 per cent of our respondents seemed satisfied with their social contacts. Almost one student in four felt that lack of time was his most serious handicap. Another 15.1 per cent attributed their unsatisfactory social lives primarily to the absence of opportunities to meet other persons. This is clearly a difficulty which the University could do something to remedy.

None of the remaining reasons offered for the unsatisfactory character of social life exceeded 5 per cent. These lesser handicaps included differences in social customs (4.4 per cent) and language difficulties (4.2 per cent).

There is a clear relationship between satisfaction in making social contacts and country or geographical area. Students most seriously disadvantaged were those from the Philippines (21.4 per cent), Japan (17.6 per cent), and Central America (20.1 per cent).

Satisfaction in social contacts was largely independent of school or college, with the sole exception of Engineering. Nearly one in four of our Engineering respondents complained about the lack of opportunity to make

social contacts.

Social contacts on the other hand are very much a function of the length of time at the University. More than one respondent in three who had been here for less than six months (36.4 per cent) complained about the absence of opportunities for social contact. However, the proportion of those dissatisfied dropped very sharply to 15.7 per cent for the group which had been here for a period of from six to eleven months. A relationship does exist between length of time at the University and time required for studies, but it is not linear. It hardly needs to be added that not a single member of the fairer sex reported that the American male, whose congenital gallantry is world-renowned, had been unwilling to engage in social contact.

Generally speaking, the lack of opportunity for contact was felt most seriously by newly arrived unmarried persons, both male and female. Steps should be undertaken to improve the opportunities for social contact of recently arrived persons from abroad.

Economic Resources: Economic resources turned out to be the thorniest of our respondents' non-academic problems. Only 47.9 per cent of our respondents felt that they had experienced no economic problems since coming to New York University. Serious financial difficulties seem unrelated to either sex or marital status. They are not independent, however, of country and geographical area or length of time spent at New York University. Some 70 per cent (7.2) ... of the respondents who had been here from 18 to 35 months had undergone financial difficulty of some sort. Virtually everyone from the West Indies (96.0 per cent) and about three-fourths of those from Korea (76.0 per cent), and Israel (73.0 per cent) complained of economic hardships.

By far the most frequent single cause of financial difficulty (14.6 per cent) resulted from expenses proving to be considerably higher than anticipated. The booklet already recommended for distribution to alumni in other lands should contain realistic information about the cost of a year at New York University.

Each of four other causes of financial difficulty was mentioned by about 5 per cent of the respondents as the major financial headache. These were the inability to find employment to supplement other funds (5.5 per cent), the failure of sources at home to provide funds as expected (5.2 per cent), restrictions on the amount of monetary exchange that could be taken from home (4.7 per cent), and delays in remittance from their home country (4.4 per cent). Perhaps a short-term (60 day) revolving loan fund could alleviate this last mentioned difficulty.

B. Academic Needs

The level of dissatisfaction among non-immigrant foreign students is much more pronounced when their academic needs are concerned than when their non-academic needs are considered. More than half received no help from the university staff in initially selecting their major fields (70.3 per cent), and considered that they had not been provided with very adequate information about the structure of the University (53.9 per cent), the services it makes available to students (52.7 per cent), and University sponsored extra-curricular activities (68.0 per cent). Complaints about lack of information and assistance in planning their academic programs is almost completely independent of country and geographical area. It is also largely independent of both length of time spent at New York University, and school or college. The problem seems to be largely one of faulty lines of communication which might well be remedied by

widely publicized orientation lectures and a small handbook.

On the other hand, before leaving academic needs it must be emphasized that our respondents were almost unanimous in stating that their training at New York University had proved useful for the careers they contemplated. Only 2.6 per cent found little or no value in their academic work.

There seems to be no strong relationship between academic and non-academic needs.

C. Needs and Difficulties in Non-Student Roles

The persons in our sample play several roles in addition to that of student. Among these are tourist and unofficial ambassador from abroad. When the student returns to his homeland he will also assume the roles of alumnus of New York University and interpreter of the United States. The questionnaire was designed to develop data primarily relating to the non-immigrant foreign student's role as student, and this report has concentrated on it. However, several items have some relevance for his roles as ambassador from abroad and spokesman about the United States at home. To these we now turn briefly.

1. Ambassador From Abroad

Our respondents seem to have had rather substantial occasion to interpret their countries for citizens of the United States, but many would nonetheless like additional opportunities. 43.5 per cent felt that they did not lack sufficient opportunities; of the remainder, 16.7^{per cent} did not consider this sort of activity their responsibility, and 34.9 per cent would have welcomed additional outlets. Informal opportunities were very frequent: less than 30 per cent (28.0) had been guests in the homes of United States citizens on fewer than four occasions. Formal talks and speeches were less frequent

occurrences. 46.6 per cent of the respondents had never given a talk, and another 25.8 per cent had given fewer than four. Moreover nearly half indicated that they would have welcomed opportunities for additional talks (45.8). These responses are largely independent of country or geographical area.

2. Potential Interpreters of the United States at Home:

If our respondents' perceptions of themselves are at all accurate, we can be rather sanguine about the manner in which our country will be portrayed when they return home. Less than one person in five felt that he was not getting much of an opportunity to develop an understanding of American life and institutions. 41.1 per cent thought that their opportunities had been thoroughly adequate; another 40.6 per cent did not consider them unsatisfactory, but would like to have seen them increased.

There was no general agreement, however, as to what sort of experiences would improve their understanding of American life. 42.7 per cent thought that an opportunity to travel widely would broaden their comprehension of American life, but no other suggestion found the assent of more than 25.0 per cent. A few thought much would be gained by increased opportunities to visit the homes of United States citizens (11.4 per cent), or an organized course of study dealing with life and institutions in the United States (7.5 per cent). However, in response to another question enough students (32.0 per cent) indicated an interest in taking a course covering broadly all aspects of American life and institutions to warrant serious attention to developing one.

a. Reliance on the University for Non-Scholarship Assistance

Foreign students who wish to turn to the University for assistance in solving their problems, have two primary points of access, the Foreign Students Center and the faculty.

More than seventy per cent of our sample found Foreign Student Center personnel warm and polite (71.9), although they did not always prove very helpful (13.0 per cent). About ten per cent of respondents reported the persons at the Center indifferent (8.3 per cent) or unfriendly (2.9 per cent). Only a few questions asked specifically about matters on which the Center had been particularly helpful, and most of these were pretty tangential to its major activities. These data are presented then with a caveat against reading much into them. A few respondents singled out the Center as their most important source of assistance in selecting a major (3.9 per cent), obtaining housing (2.1 per cent), solving financial problems (5.2 per cent) and making social contacts (4.2 per cent).

The faculty was reported generally helpful and cordial in dealing with academic problems by 49.0 per cent, and mostly cordial and helpful by an additional 17.2 per cent. About two per cent of our respondents found the faculty generally little interested in their academic problems (1.8) or hostile (0.3). Most students said they did not approach the faculty with non-academic difficulties (66.7 per cent). Those who did so tended to find the faculty at least somewhat helpful. Only three persons felt that they had been rebuffed for approaching a faculty member with a non-academic problem. In addition it should be noted that some persons found faculty members the single most important source of aid in finding housing (3.1 per cent), handling financial problems (6.3 per cent), and making social contacts (3.7 per cent). About seven per cent of the sample said that

faculty members had entertained them at home (6.8 per cent).

b. Students Desire for Additional University Assistance

There is little in the questionnaire designed to elicit the respondents' desires for additional University assistance in meeting their needs. One item did, however, specifically ask whether the respondent "would like more personal advisement from faculty members if it were easily available?" 53.9 per cent answered in the affirmative, 22.9 per cent in the negative, and the remainder stood mute.

The final item on the questionnaire was an open-ended question which solicited suggestions as to how the University might improve its service to students from other lands. Limitations of time have prevented more than a superficial analysis of these sometimes lengthy replies. But the 31.0 per cent who answered the question strongly reinforced the evidence presented earlier that New York University can best serve its non-immigrant foreign students by giving them more assistance with their academic problems. It is, therefore, recommended that access to faculty members for advisement be substantially facilitated.

Appendix A

New York University, Office of Institutional Research
Questionnaire to N.Y.U Students from Other Lands

Grouping of Countries in ^{Fifteen}~~Eighteen~~ Categories for Purposes of Tabulation

Category	Countries Included	Number of Questionnaires		Per Cent of Returns
		Returned	Sent Out*	
Europe		37	193	19.2
	Austria	0	4	
	Belgium	3	6	
	Denmark	2	6	
	Finland	1	4	
	France	4	23	
	Germany (West)	5	21	
	Hungary	0	4	
	Iceland	0	2	
	Ireland	0	1	
	Italy	5	31	
	Netherlands	1	13	
	Norway	1	3	
	Poland	0	5	
	Portugal	1	7	
	Scotland	0	2	
	Spain	7	24	
	Sweden	1	6	
	Switzerland	4	9	
	United Kingdom	1	16	
	Yugoslavia	1	6	
Greece	Greece	21	112	18.3
Israel	Israel	26	112	23.2
Middle East		23	190	14.7
	Cyprus	2	11	
	Egypt	6	22	
	Iran	7	68	
	Iraq	3	19	
	Jordan	1	10	
	Lebanon	11	9	
	Saudi Arabia	0	2	
	Syria	1	3	
	Turkey	7	46	
India	India	46	224	20.5
China	China	32	152	21.1

*Gross total, including those returned because of faulty addresses.

Grouping of Countries into ^{Twenty}~~Eighteen~~ Categories for Purposes of Tabulation

Category	Countries Included	Number of Questionnaires		Per Cent of Returns
		Returned	Sent Out*	
Korea	Korea	25	107	23.4
Japan	Japan	17	100	17.0
Philippines	Philippines	28	148	18.9
Southeast Asia		30	111	27.0
	Burma	3	5	
	Ceylon	0	4	
	Hong Kong	6	33	
	Indonesia	5	20	
	Macao	0	1	
	Malaya	0	2	
	Pakistan	5	17	
	Ryukyus (Okinawa)	0	1	
	Singapore	2	5	
	Thailand	5	16	
	Vietnam	4	7	
Africa		8	49	16.3
	Algeria	0	9	
	Congo	0	0	
	Ethiopia	4	13	
	Ghana	0	3	
	Kenya	1	2	
	Liberia	1	7	
	Morocco	1	2	
	Nigeria	1	3	
	Northern Rhodesia	0	1	
	Sierra Leone	0	1	
	South Africa	0	4	
	Tanganyika	0	1	
	Togoland	0	1	
	Tunisia	0	1	
	Uganda	0	1	
South America		30	150	20.0
	Argentina	4	23	
	Bolivia	0	1	
	Brazil	7	30	
	British Guiana	0	8	
	Chile	3	4	
	Colombia	6	25	
	Dutch Guiana (Surinam)	2	1	
	Ecuador	1	4	
	Peru	1	9	
	Uruguay	0	1	
	Venezuela	6	44	

Grouping of Countries into ^{Fifteen} ~~Eighteen~~ Categories for Purposes of Tabulation

Category	Countries Included	Number of Questionnaires		Per Cent of Returns
		Returned	Sent Out*	
Central America		15	75	20.0
	Costa Rica	2	3	
	Cuba	5	27	
	Dominican Republic	0	5	
	El Salvador	0	1	
	Haiti	4	15	
	Mexico	3	15	
	Nicaragua	0	3	
	Panama	1	6	
West Indies		25	142	17.6
	British West Indies	25	138	
	Bahamas	0	4	
Canada, Australia, and New Zealand		16	64	25.0
	Canada	14	51	
	Australia	1	12	
	New Zealand	1	1	
Totals for tabulation		384	1944	
Blank Questionnaires Returned		5		
Total Questionnaires Returned		389		
Questionnaires returned because of inadequate address			291	
Net number received by addresses			1,653	
Percentage of returns, based on net number received by addresses				23.5

*Gross total, including those returned because of faulty addresses

APPENDIX B

Representativeness of the Sample

The sample seems to be fairly representative of New York University's non-immigrant foreign student population. For one thing, when analyzed by country and geographical area the return ranges from 16.3 per cent for Africa to 27.0 per cent for Southeast Asia. These data appear in Appendix A.

Another indication of the representative nature of the sample is the close correspondence between the number of women in the population and in the sample. According to Foreign Student Center records 25.1 per cent of the non-immigrant foreign students on the roster were women; 24.0 per cent of our respondents were women.

A comparison of the sample and the universe by school or college does, however, disclose two instances of bias. Only 4 per cent of the questionnaires sent to students in the Division of General Education (D.G.E.) and 9 per cent of those sent to students in the College of Medicine were returned completed. Comments written on the responses from persons in the Medical College made it quite clear that they tend not to consider themselves students. Most of the non-immigrant foreign students registered in D.G.E. are seeking to attain the level of proficiency in English necessary for admission to the degree granting schools and colleges. Consequently, those who answered the questionnaire tend to have a better command of the English language than the universe of non-immigrant foreign students. No other school or college is represented in the sample by less than 16.0 per cent of its non-immigrant foreign student enrollment. If D.G.E. and Medical College persons are excluded from both the universe and the sample, the respondents then constitute 30.1 per cent of those to whom questionnaires were delivered.

APPENDIX C

Profile of Non-Immigrant Foreign Students Enrolled at New York University During at Least One of the Two Regular Semesters 1960-61

This profile is divided into ten subdivisions, each of which is numbered and identified with a subheading.

1. Country or geographical area as represented in the several schools and colleges:

According to sample data, the bulk of the non-immigrant foreign students are enrolled in seven schools and colleges: Graduate School of Business Administration (GBA), 20.3 per cent; Graduate School of Arts and Science (GAS), 17.2 per cent; School of Commerce, Finance, and Accounts (Commerce) 10.7 per cent; School of Education, 10.7 per cent; College of Engineering, 8.6 per cent; Washington Square College (WSC), 8.6 per cent; and the School of Law, 5.5 per cent. Persons from the 15 countries and geographical areas are scattered widely among the schools and colleges, but the dispersion is by no means random. More than half of the foreign students in the School of Engineering, for example, come from three countries, Israel (21.2 per cent), India (21.2 per cent), and Greece (12.1 per cent). The School of Law does have a large number of foreign students, but of those who responded to our questionnaire more than three-fifths come from Europe (28.6 per cent) and South America (33.3 per cent). Other unusually heavy concentrations from particular countries and areas occur in Education (31.7 per cent from the West Indies), GBA (26.9 per cent from India), and GAS (21.2 per cent from Korea). With the exception of Washington Square College (24.2 per cent from Israel) no other school or college has as many as 20.0 per cent of its non-immigrant foreign students from a single country or geographical area.

2. Age:

Since instruction at New York University is offered to adults who are not candidates for degrees, as well as to undergraduate and graduate students, student's ages would be expected to cover a wide range, and to correlate generally with the level of instruction. The data in the sample conform to expectation. More interesting, perhaps, are the median ages by country and geographical area. The median for only one country, China, exceeds 30 years. For five countries and areas (Greece, Israel, India, Africa, and Central America) it is less than 26 years. The median age for all other countries is the 26-9 year old group. Although the sample of Africans is very small (N - 8), it may be worth noting that it contains no person older than 25 years of age.

3. Length of Time at New York University:

The length of time our respondents had spent at the University ranged from less than six months (11.5 per cent) to more than four years (7.3 per cent), with a median of about seventeen months. More than seventy per cent (71.4) of the respondents who had been at NYU for at least four years were enrolled in three schools, GAS, GBA, and Education. These schools account for less than half of the non-immigrant foreign students (43.4 per cent) who had been at the University for less than twelve months. Time spent here is not entirely independent of country or geographical area. 44.0 per cent of the West Indians and 26.7 per cent of the Southeast Asians had been at the University for at least three years, while more than seventy per cent of the Japanese (70.6), and Central Americans (73.3), and sixty per cent of the West Europeans (62.2) had been at New York University for less than twelve months.

4. Sex and Marital Status:

Three-quarters of our respondents were men, and one-third of these were married. Of the married men, 80 per cent had brought their wives with them. Less than one in five of the women in our sample (18.1 per cent) was married, and of these one-quarter were here without their husbands. Altogether, slightly less than six per cent (5.9) of our total sample was made up of persons whose spouses did not accompany them here.

Married persons supplied 28.9 per cent of the completed questionnaires. Countries and geographical areas sending large proportions of married persons include Canada, Australia, and New Zealand (62.5 per cent), Israel (61.5 per cent), Korea (48.0 per cent), and Japan (47.1 per cent). Only a small proportion of persons from India (10.9 per cent), the West Indies (16.0 per cent), and Central America (20.0 per cent) were married.

Sex differences are reflected to some extent in the colleges or schools in which non-immigrant foreign students enrolled. The men favored GBA (23.6 per cent), GAS (17.0 per cent), Engineering (11.5 per cent), and Commerce (10.4 per cent). The female respondents preferred Education (23.9 per cent), GAS (17.4 per cent), Washington Square College (13.0 per cent), Commerce (12.0 per cent), and GBA (10.9 per cent).

5. How Respondents First Heard About New York University:

In answer to a question about how they first heard of New York University, 39.8 per cent suggested a friend, and 14.1 per cent an alumnus. The remaining sources of information were scattered. Friends seemed a particularly important source of information for persons from

Greece (61.9 per cent), Central America (60.0 per cent), the West Indies (48.0 per cent), and the Middle East (46.4 per cent). The role of friends was entirely unrelated to school or college. The data on alumni as a first source of information are especially revealing. Alumni were most effective with students from China (37.5 per cent), Japan (29.4 per cent), and Philippines (25.0 per cent), and the West Indies (20.0 per cent), and least effective with students from the Middle East (3.6 per cent), India (4.3 per cent), Greece (4.8 per cent), Canada, Australia, and New Zealand (6.3 per cent), Southeast Asia (6.7 per cent), and Israel (7.7 per cent). Insofar as schools and colleges are concerned, alumni were most effective in spreading information about Law (28.6 per cent), Education (19.5 per cent) and GBA (16.7 per cent).

6. Reasons Why Respondents Chose to Enter New York University:

The data developed in answer to a question about the student's reasons for choosing to enter New York University are not particularly revealing. The most frequent response selected was the strength of the program in the student's field of study (39.1 per cent). Other reasons selected with some frequency were advice of friends (11.2 per cent), desire to attend a university in a large city (9.1 per cent), and the general reputation of the University (8.3 per cent). Some differences among the schools and colleges are apparent. For example, only 21.2 per cent of the persons in Engineering pointed to its strong program, whereas 51.3 per cent of those in GBA and 47.6 per cent of those in the School of Law did so.

7. Acceptance at Other Universities:

43.2 per cent of those who filled in the questionnaires indicated that they had applied only to New York University. A group almost as

large (41.1 per cent) applied to at least one other school successfully. A small group (7.0 per cent) said that all of their applications elsewhere had been turned down. This latter group includes 17.4 per cent of all respondents from India, 13.3 per cent from South America, 12.0 per cent from the West Indies, and 10.7 per cent from the Middle East. Persons who were denied admission elsewhere made up 15.2 per cent of all non-immigrant foreign students in Engineering, 12.2 per cent in Commerce, and 10.3 per cent in GBA.

If, on the other hand, students accepted elsewhere are combined with those who applied only to this University, the outlook is very encouraging. This combined group includes 97.6 per cent of the respondents in Education, 97.0 per cent in Washington Square College, 86.4 per cent in GAS, 84.8 per cent in Engineering, 80.5 per cent in Commerce, and 78.2 per cent in GBA.

8. Number of Points of Credit Taken:

The median number of points of credit taken by those who provided information on this matter was 11.14. More than 80 per cent of the respondents in Engineering, Washington Square College, and Commerce said that they had taken twelve or more points of work during the spring semester. Only 35.0 per cent of those in GAS and 37.3 per cent in GBA made this assertion. In fact 26.7 per cent of those in GAS and 14.7 per cent in GBA stated that they had taken five points or less during the Spring term. The low number of credit points taken by respondents in GBA and GAS can to some extent be explained by the fact that many persons in these graduate schools devote a large share of their time to the preparation of theses.

9. Knowledge of English:

Less than 10 per cent of our respondents (9.2) seemed to find their knowledge of the English language a serious handicap. We suspect that the percentage acknowledging difficulty is this small because of a bias in the sample. The students having the most severe problems with the language tend to enroll in the non-degree granting Division of General Education for language training before entering a degree granting school or college. No more than a handful of these students at the very most returned completed questionnaires. Another 17.2 per cent reported that English proved troublesome at first, but the problem had since disappeared. Most of those who found English an obstacle to their work when they filled in the questionnaire came from four countries or areas: Japan (22.9 per cent); China (17.1 per cent); Central America (17.1 per cent); and Southeast Asia (11.4 per cent). Difficulty with the language is not associated with particular schools or colleges.

10. Main Sources of Financial Support:

About 85 per cent of our respondents indicated a single main source of financial support. The most prominent sources mentioned were personal funds - (43.2 per cent), earnings while in U.S. (16.9 per cent), scholarships and fellowships (11.5 per cent), funds from the students' own governments (5.5 per cent), and funds from United States government grants (3.9 per cent). 42.3 per cent of all the major scholarships and fellowships awarded by New York University to our respondents went to the 5.5 per cent enrolled in the School of Law. The next largest groups of New York University awards, 23.1 per cent, were received by the 17.2 per cent of the respondents in Graduate Arts and Science. Less than 8 per cent of those who listed

New York University fellowships and scholarships as their major source of income were enrolled in the Graduate School of Business Administration and Education combined.

11. Career Objectives:

The major career objectives of the persons in the sample were college and university teaching (20.3 per cent), business and commerce (19.3 per cent), government service (10.9 per cent), engineering (9.9 per cent), health programs (8.6 per cent), law (3.1 per cent) and elementary and secondary school teaching (3.1 per cent). But nearly 85 per cent of those planning a career in engineering came from five countries and geographical areas: Israel (23.7); Greece (21.1); India (18.4); the Middle East (13.2), and South America (7.9). An even larger proportion of the respondents with a legal career in mind age from these areas: South America (50.0 per cent); Europe (25.0 per cent), and Central America (16.7 per cent). Dispersion is greater for other career objectives.

If one considers career with country or geographical area rather than school or college as a control, other relationships come to light. College teaching was cited as their objective by 44.0 per cent of the students from Korea, 32.1 per cent from the Philippines, and 28.6 per cent from the Middle East. 5 of 8 (62.5 per cent) from Africa selected government service as their objective. Persons from Greece (38.0 per cent) and Israel (34.7 per cent) favored engineering, and those from Japan (35.3), India (34.8), and Europe (29.8) business and commerce. A career in higher education was preferred by the respondents from Korea (44.0 per cent), the Philippines (32.1 per cent), the Middle East (28.6 per cent) and China (28.1 per cent).

Male respondents planned careers in business and commerce (21.18 per cent), college teaching (17.4 per cent), and government service (11.81 per cent). Women preferred college teaching (28.3 per cent), health (16.3 per cent), business and commerce (14.1 per cent), and elementary and grade school teaching (10.9 per cent).

APPENDIX D

New York University, Office of Institutional Research
New York 3, New York. May 1, 1961

QUESTIONNAIRE TO N.Y.U. STUDENTS FROM OTHER LANDS

New York University is deeply interested in the welfare of its students from other lands. A committee of the faculty has prepared this questionnaire as a means of learning where and how the services of the University to such students may be improved. The members of the committee are: Professor J. Richard Toven, Director of the Foreign Student Center; Mr. Donald A. Bullard, who is shortly to succeed Dr. Toven as Director of the Foreign Student Center; Professor Christian O. Arndt, Director of the Center of International Affairs; Dr. Frank H. McCloskey, Dean of Students; and Dr. John Dale Russell, Director of the Office of Institutional Research.

Your cooperation in furnishing the requested information is solicited. Most of the questions can be answered by placing a checkmark (x) on the blank in front of the appropriate item in the prepared list of responses following each question. If none of the responses fits your situation, you may write in your own statement in answer to the question. If it is embarrassing to you to answer any question, you may omit a response to it.

Space is provided below for your signature. If you prefer not to sign your name to the returned questionnaire, please feel free to leave blank the space for the signature. The questionnaire is pre-numbered in order that in processing the returns it may be known who has answered the questionnaire and who has not. The returns from the questionnaire will be treated confidentially. No student will be identified in any public way with any response he or she may make. The processing of the data will be done under the direction of an impartial agency, the University Office of Institutional Research. Only generalized results from the responses will be reported.

A stamped addressed envelop is enclosed for your convenience in returning the completed questionnaire. When you have filled it out, please return it to:

Office of Institutional Research, 5 Washington Square North
New York University, New York 3, New York

Number of Questionnaire

IBM Columns
1 - 4

Signature of Student (it is optional to sign)

Cols. 1. Please check in the list below the School or College of New York
5-6 University in which you are registered as a student:

11. _____ College of Dentistry
12. _____ College of Engineering
13. _____ College of Medicine
14. _____ Division of General Education and Extension Services
15. _____ Graduate School of Arts and Science
16. _____ Graduate School of Business Administration
17. _____ Graduate School of Public Administration
18. _____ Graduate School of Social Work
19. _____ Post-Graduate Medical School
21. _____ School of Commerce, Accounts, and Finance
22. _____ School of Education
23. _____ School of Law
24. _____ School of Retailing
25. _____ University College of Arts and Science
26. _____ Washington Square College of Arts and Science
99. _____ Other (indicate) _____

Questionnaire to N.Y.U. Students from Other Lands

Cols. 2. Please indicate your home country by a checkmark in the list below:

7-8

- | | | |
|--|---|---|
| 01 ☐ Algeria | 30 ☐ Germany | 59 ☐ Norway |
| 02 ☐ Argentina | 31 ☐ Ghana | 60 ☐ Pakistan |
| 03 ☐ Australia | 32 ☐ Greece | 61 ☐ Panama |
| 04 ☐ Austria | 33 ☐ Haiti | 62 ☐ Peru |
| 05 ☐ Bahamas | 34 ☐ Hong Kong | 63 ☐ Philippines |
| 06 ☐ Belgium | 35 ☐ Hungary | 64 ☐ Poland |
| 07 ☐ Brazil | 36 ☐ Iceland | 65 ☐ Portugal |
| 08 ☐ Bolivia | 37 ☐ India | 66 ☐ Ryukyus (Okinawa) |
| 09 ☐ British Guiana | 38 ☐ Indonesia | 67 ☐ Saudi Arabia |
| 10 ☐ British West Indies | 39 ☐ Iraq | 68 ☐ Scotland |
| 11 ☐ Burma | 40 ☐ Israel | 69 ☐ Sierra Leone |
| 12 ☐ Canada | 41 ☐ Iran | 70 ☐ Singapore |
| 13 ☐ Ceylon | 42 ☐ Ireland | 71 ☐ South Africa |
| 14 ☐ Chile | 43 ☐ Italy | 72 ☐ Spain |
| 15 ☐ China | 44 ☐ Japan | 73 ☐ Sweden |
| 16 ☐ Colombia | 45 ☐ Jordan | 74 ☐ Switzerland |
| 17 ☐ Congo | 46 ☐ Korea | 75 ☐ Syria |
| 18 ☐ Costa Rica | 47 ☐ Kenya | 76 ☐ Tanganyika |
| 19 ☐ Cuba | 48 ☐ Lebanon | 77 ☐ Thailand |
| 20 ☐ Cyprus | 49 ☐ Liberia | 78 ☐ Togoland |
| 21 ☐ Denmark | 50 ☐ Macao | 79 ☐ Tunisia |
| 22 ☐ Dominican Republic | 51 ☐ Malaya | 80 ☐ Turkey |
| 23 ☐ Dutch Guiana (Surinam) | 52 ☐ Mexico | 81 ☐ Uganda |
| 24 ☐ Ecuador | 53 ☐ Morocco | 82 ☐ United Kingdom |
| 25 ☐ Egypt | 54 ☐ Netherlands | 83 ☐ Uruguay |
| 26 ☐ El Salvador | 55 ☐ New Zealand | 84 ☐ Venezuela |
| 27 ☐ Ethiopia | 56 ☐ Nicaragua | 85 ☐ Vietnam |
| 28 ☐ Finland | 57 ☐ Nigeria | 86 ☐ Yugoslavia |
| 29 ☐ France | 58 ☐ Northern Rhodesia | |

List any other country _____ 99 _____

Col. 3. What do you intend to do with your education when you return to your country? Please check your objective in the list below:

9

1. ☐ No definite purpose in mind
2. ☐ Teaching in elementary or secondary schools
3. ☐ Teaching in an institution of higher education
4. ☐ Government service
5. ☐ Professional practice in health fields, such as medicine, dentistry, nursing
6. ☐ Professional practice in law
7. ☐ Business and commerce
8. ☐ Engineering
9. ☐ Indicate any other purpose _____

Col. 4. How old are you? Please check your age in the list below:

10

1. ☐ Less than 20 years of age
2. ☐ 20-21 years of age
3. ☐ 22-23 years of age
4. ☐ 24-25 years of age
5. ☐ 26-27 years of age
6. ☐ 28-29 years of age
7. ☐ 30-34 years of age
8. ☐ 35-39 years of age
9. ☐ 40 or more years of age

Col. 5. How long have you been a student at New York University? Please check
11 the appropriate response in the list below:

1. ☐ Less than 6 months
 2. ☐ 6 months or more, but less than 12 months
 3. ☐ 12 months or more, but less than 18 months
 4. ☐ 18 months or more, but less than 2 years
 5. ☐ 2 years or more, but less than 3 years
 6. ☐ 3 years or more, but less than 4 years
 7. ☐ 4 years or more, but less than 5 years
 8. ☐ 5 years or more, but less than 6 years
 9. ☐ 6 years or more
-

Col. 6. Please indicate by a checkmark in the list below the source of your main
12 financial support while you are in the U.S.A. (Check only one.)

1. ☐ Personal funds, self and family, or friends in my country
 2. ☐ Government funds from my country
 3. ☐ Earnings from employment while in the U.S.A.
 4. ☐ Funds from the United States Government
 5. ☐ Scholarship or fellowship from New York University
 6. ☐ Scholarship or fellowship from some other source in the U.S.A.
 7. ☐ Gifts from friends in the U.S.A.
 8. ☐ Borrowings, to be repaid later
 9. ☐ Other (indicate) _____
-

Col. 7. What is your marital status and sex? Please check in the list below:
13

1. ☐ Single, male
 2. ☐ Single, female
 3. ☐ Married, male, wife here with you
 4. ☐ Married, male, wife not here with you
 5. ☐ Married, female, husband here with you
 6. ☐ Married, female, husband not here with you
-

Col. 8. How many points of credit are you carrying in New York University this
14 semester (Spring, 1961)? Please check number in list below:

1. ☐ 3 credits or less
 2. ☐ 4-5 credits
 3. ☐ 6-7 credits
 4. ☐ 8-9 credits
 5. ☐ 10-11 credits
 6. ☐ 12-13 credits
 7. ☐ 14-15 credits
 8. ☐ 16-17 credits
 9. ☐ 18 credits or more
-

Col. 9. In the list below please check the item which indicates how you first
15 heard about New York University.

1. ☐ a. American Consulate
 2. ☐ b. American Information Service
 3. ☐ c. An alumnus of New York University
 4. ☐ d. A friend
 5. ☐ e. A U.S. citizen living or travelling abroad
 6. ☐ f. A pen pal
 7. ☐ g. One or more books written by Professors of the University
 9. ☐ h. Other (indicate) _____
-

Questionnaire to N.Y.U. Students from Other Lands

10. Did you apply for admission to one or more universities in the U.S.A., other than New York University, before coming to the U.S.A.? If so, how many acceptances did you receive? Please indicate your response by checking the appropriate item below:

Col.

16

1. ☐ a. New York University was the only institution in the U.S.A. to which I made application for admission before coming to this country.
2. ☐ b. I made application to one or more other institutions in the U.S.A., but New York University was the only one by which I was accepted.
3. ☐ c. I was accepted for admission by one other university in the U.S.A.
4. ☐ d. I was accepted for admission by two other universities.
5. ☐ e. I was accepted for admission by three other universities.
6. ☐ f. I was accepted for admission by four or more other universities.

11. Why did you choose to enter New York University? Please indicate your response by checking the appropriate item in the list below:

Col.

17

1. ☐ a. The general reputation of New York University in my country
2. ☐ b. I liked the letters received from New York University
3. ☐ c. New York University seemed to have a strong program in the field of study in which I am interested.
4. ☐ d. Friends advised me to enter New York University.
5. ☐ e. I have relatives that have attended New York University.
6. ☐ f. I wanted to attend a university in a large city.
7. ☐ g. I was personally acquainted with a faculty member or former faculty member of New York University.
9. ☐ h. Other reason (indicate) _____

12. Did you arrive in the U.S.A. at New York as your port of entry? If so, by whom were you met on arrival at the port of entry?

Col.

18

1. ☐ a. I did not arrive at New York as my port of entry into the U.S.A.
2. ☐ b. Yes, I arrived at New York as my port of entry, but no one met me there.
3. ☐ c. Yes, I arrived at New York as my port of entry, and I was met by a representative of the Committee on Friendly Relations among Foreign students.
4. ☐ d. Yes, I arrived at New York as my port of entry, and was met by a member of the staff of New York University.
5. ☐ e. Yes, I arrived at New York as my port of entry, and was met by a friend or relative.
9. ☐ f. Indicate any other situation. _____

13. Please indicate your reaction to the reception given you by the staff of the Foreign Student Center of New York University, by checking the appropriate response in the list below:

Col.

19

1. ☐ a. The reception by the staff of the Foreign Student Center was warm and helpful.
2. ☐ b. They were polite, but not able to be of much help to me.
3. ☐ c. They seemed indifferent to my coming.
4. ☐ d. They seemed cold and unfriendly.
5. ☐ e. They seemed definitely hostile and impolite.
6. ☐ f. I did not report to the Foreign Student Center.
9. ☐ g. Indicate any other reaction _____

14. Were you required to take the English language examination when you arrived at the Foreign Student Center of New York University? If so, what was your reaction to it? Please check the appropriate response in the list below:

Col.

20

1. ☐ a. I was not required to take the English language examination.
2. ☐ b. I was required to take the English language examination, and I felt it was a fair and just measure of my ability to use English.
3. ☐ c. I was required to take the English language examination, and I have no impression as to whether it was a fair and just measure of my ability to use English.
4. ☐ d. I was required to take the English language examination, and I felt it was not a fair and just test of my ability to use English effectively.
5. ☐ e. I was required to take the English language examination, and I felt it was entirely too difficult a test.
6. ☐ f. I was required to take the English language examination, and I felt the test was too long and fatiguing.
9. ☐ g. Indicate any other reaction to the test _____

15. To what extent are you handicapped in your studies by lack of familiarity with the English language? Please check the appropriate response from the list below:

Col.

21

1. ☐ a. I am not in the least handicapped by any lack of familiarity with the English language.
2. ☐ b. I am slightly handicapped by lack of familiarity with the English language as it is spoken in the United States.
3. ☐ c. My lack of familiarity with the English language was somewhat of a handicap to me when I first began studying at New York University, but now I feel that I have overcome that handicap.
4. ☐ d. My lack of familiarity with the English language is somewhat of a handicap, and I find it necessary to put forth much effort in order to understand and be understood.
5. ☐ e. My lack of familiarity with the English language is making it difficult for me to accomplish my objectives in my program of study at New York University.
9. ☐ f. Indicate any other situation _____

16. Where did you receive your initial help in selecting your major field of study at New York University? Please respond by checking the appropriate item in the list below:

Col.

22

1. ☐ a. From the Foreign Student Center
2. ☐ b. From my academic adviser in the School or College in which I registered as a student.
3. ☐ c. From some other faculty member of New York University
4. ☐ d. From one or more students at New York University
5. ☐ e. From a friend not connected with New York University
6. ☐ f. I received no help in selecting my major field of study.
9. ☐ g. Indicate any other situation _____

Questionnaire to N.Y.U. Students from Other Lands

17. What was your experience in working out a program of study with your academic adviser? Please check the appropriate response in the list below:

Col.

23

1. ☐ a. I was able to work out a very satisfactory program of study with the help of my academic adviser.
2. ☐ b. I was able to work out a program of study with my academic adviser, but he did not give me much help on it.
3. ☐ c. The program of study I was able to work out with my academic adviser was oriented chiefly to degree requirements rather than to meeting my own needs.
4. ☐ d. The program of study I was able to work out was not very satisfactory to me.
5. ☐ e. I worked out my program of study myself without help from my academic adviser.
6. ☐ f. I have not yet worked out a program of study to follow at New York University.
7. ☐ g. I do not have an academic adviser.
9. ☐ h. Indicate any other situation _____

18. Have the instructors in whose classes you have been registered been able and willing to help you with academic problems relating to the subject studied, degree requirements, courses to be taken, and similar matters? Please respond by checking the appropriate item in the list below:

Col.

24

1. ☐ a. Faculty members have generally been cordial and helpful in assisting me on academic problems.
2. ☐ b. Most faculty members have been cordial and helpful in assisting me on academic problems, but some of them have not shown such an attitude.
3. ☐ c. A few faculty members have been cordial and helpful in assisting me on academic problems, but many have not shown such an attitude.
4. ☐ d. Faculty members in general have shown little interest in helping me with my academic problems.
5. ☐ e. Faculty members seem cold and hostile when I ask them to assist me on academic problems.
6. ☐ f. I have not asked any faculty members to assist me on academic problems.
9. ☐ g. Indicate any other situation _____

19. Have the faculty members of New York University with whom you have had classes been helpful in advising you on non-academic problems, relating to personal matters? Please indicate your response by checking the appropriate item in the list below:

Col.

25

1. ☐ a. I have had no occasion to seek counsel from University faculty members on problems of a non-academic or personal nature.
2. ☐ b. Most faculty members with whom I have had classes have been helpful in counselling me about non-academic problems.
3. ☐ c. Some faculty members have been helpful in counselling me about non-academic and personal problems.
4. ☐ d. Only occasionally has a faculty member been willing to assist me by giving counsel about non-academic and personal problems.
5. ☐ e. I have been rebuffed in my efforts to obtain counsel on non-academic problems from faculty members.
9. ☐ f. Indicate any other situation _____

20. Would you like more personal advisement from faculty members if it were easily available?

Col.

26

1. ☐ Yes
2. ☐ No

21. Were you given adequate information about the structure of New York University, the various academic divisions, their locations, their degree programs, etc.? Please indicate your response by checking the appropriate item in the list below:

Col.

27

1. ☐ a. Yes, the information I received about the University was entirely adequate.
2. ☐ b. I received some information about the University, but it was not as complete as I needed.
3. ☐ c. I received only limited information about the structure of the University.
4. ☐ d. The information I received about the structure of the University was entirely inadequate.
9. ☐ e. Indicate any other reaction _____

22. Were you given adequate information about the meaning of the terms used in American higher education, such as credit points, major and minor, department and divisions, and the titles of university officials? Please indicate your response by checking the appropriate item below:

Col.

28

1. ☐ a. Yes, the information given me on such matters was entirely adequate.
2. ☐ b. I already knew the meanings of such terms before I came to New York University.
3. ☐ c. The meanings of most of the terms used was made clear to me, but there were some about which I was confused.
4. ☐ d. The meaning of many of the terms used was not made clear to me.
5. ☐ e. Few of these terms were explained to me clearly.
6. ☐ f. None of these terms was explained to me adequately.
9. ☐ g. Indicate any other reaction _____

23. Were you given adequate information about the general University services available to students, such as the Student Health Center, the Housing Bureau, the Placement Service, cafeterias and snack bars, etc.? Please check the appropriate response in the list below:

Col.

29

1. ☐ a. Yes, I was given all the information I needed about general University services.
2. ☐ b. I was given information about most of the general University services, but not about all of them.
3. ☐ c. I was informed only about a few of the general University services, and was not told about many of them.
4. ☐ d. I was told very little about general University services.
5. ☐ e. I was told nothing about general University services.
9. ☐ f. Indicate any other reaction _____

24. Were you given adequate information about the extra-curriculum activities available to University students, such as clubs and organizations that one may join? Please indicate your response by checking the appropriate item in the list below:

Col.

30

1. ☐ a. Yes, I was given adequate information about the extra-curriculum activities available to University students.
2. ☐ b. I received some information about extra-curriculum activities, but it was not complete.
3. ☐ c. I received only a little information about extra-curriculum activities at the University.
4. ☐ d. I received no information about extra-curriculum activities.
5. ☐ e. I was not interested in obtaining information about extra-curriculum activities.
9. ☐ f. Indicate any other reaction _____

Questionnaire to N.Y.U. Students from Other Lands

25. How useful do you estimate the courses you are taking at New York University will be to you when you return to your home country? Please check the appropriate response in the list below:

Col.

31

1. ☐ a. The courses taken at New York University will be very useful in my career when I return to my home country.
2. ☐ b. Some of the courses will be useful and others will not be useful.
3. ☐ c. Very few of the courses I have taken will be useful to me when I return to my home country.
4. ☐ d. None of the courses I have taken thus far will be useful to me when I return to my home country.
9. ☐ e. Indicate any other reaction _____

26. Do you feel that the courses you have taken at New York University are of limited usefulness to you because the courses are designed chiefly for students from the United States? Please indicate your response by checking the appropriate item in the list below:

Col.

32

1. ☐ a. The courses I have taken at New York University seem designed only to fit the situation in the United States and they have almost no relation to the situation in my home country.
2. ☐ b. The courses I have taken seem designed chiefly to fit the situation in the United States, but some of them do have a useful relation to the situation in my home country.
3. ☐ c. The courses I have taken seem designed chiefly to fit the situation in the United States, but most of them also have considerable bearing on the situation in my home country.
4. ☐ d. The courses I have taken do not seem to be particularly designed to fit the situation in the United States, nor do they fit the situation in my home country very well.
5. ☐ e. Some of the courses I have taken seemed designed to fit the situation in almost any country in the world, not just the United States, but they have little bearing on the situation in my home country.
6. ☐ f. Some of the courses I have taken seem designed to fit the situation anywhere in the world, and they apply well to the situation in my home country.
7. ☐ g. Many of the courses I have taken apply well to the situation in my home country.
8. ☐ h. Most of the courses I have taken apply well to the situation in my home country.
9. ☐ i. Indicate any other reaction _____

27. Do you feel that requirements for a University degree are preventing you from taking courses you really need? Please indicate your response by checking the appropriate item in the list below:

Col.

33

1. ☐ a. University degree requirements are not preventing me from taking the courses I really need.
2. ☐ b. Only to a small extent are University degree requirements preventing me from taking the courses I really need.
3. ☐ c. University degree requirements have caused me to make less valuable use of some of my time, which might better have been devoted to courses that I really need.
4. ☐ d. University degree requirements have seriously interfered with my opportunities to take courses that I really need.
9. ☐ e. Indicate any other reaction _____

- Col. 28. To what extent is a degree from an American university necessary to you.
34 Please indicate your response by checking the appropriate item below:
1. ☐ a. It is essential for me to have a degree when I return to my country.
 2. ☐ b. A degree is highly desirable, but not absolutely essential.
 3. ☐ c. I would prefer to have a degree, but a diploma or a certificate of advanced studies, without a degree, would serve my purposes.
 4. ☐ d. I would be just as well satisfied with a diploma or a certificate of advanced studies as I would with a degree.
 5. ☐ e. I would prefer to receive a diploma or a certificate of advanced studies rather than a degree.
 6. ☐ f. Neither a degree nor a diploma or certificate of advanced studies is necessary for me.
 9. ☐ g. Indicate any other reaction _____

- Col. 29. If the University offered a special course designed to help you apply what
35 you have learned to the situation in your home country, would you register for such a course?
1. ☐ Yes
 2. ☐ No

30. If there are some courses you have taken because of degree requirements, that you have found to be unrelated to your own educational objectives, please list the titles of such courses in the spaces below.

31. Please list the titles of other courses you may have taken that you have found not to be as useful to you as you had hoped they would be:

32. If you have taken some courses that you have found particularly helpful to you, please list them below:

- Col. 33. Of the courses you have taken in New York University, have any been designed
36 to interpret the United States to you, as a student from abroad?
1. ☐ Yes
 2. ☐ No

34. What kind of a course or courses, designed to interpret the United States to students from abroad, would you be interested in taking if offered in New York University? Please indicate your response by checking the appropriate item in the list below:

Col.

37

1. ☐ a. I would not be interested in taking any such course or courses.
2. ☐ b. I would be interested in taking a course covering broadly all aspects of life in the United States.
3. ☐ c. I would be interested in taking a course that would stress particularly the governmental and political organization.
4. ☐ d. I would be interested in taking a course that would stress the sociological aspects of life in the United States.
5. ☐ e. I would be interested in taking a course that would stress the educational system of the United States.
6. ☐ f. I would be interested in taking a course that would stress the geography of the United States.
7. ☐ g. I would be interested in taking a course that would stress the area of scientific development in the United States.
8. ☐ h. I would be interested in taking a course that would stress business organization and finance in the United States.
9. ☐ i. Indicate any other _____

35. What is your impression of the extent of time required by the courses you are carrying at New York University? Please check the appropriate response in the list below:

Col.

38

1. ☐ a. I am successfully carrying a normal load of courses and find that I still have time for a number of interesting activities outside the classroom.
2. ☐ b. I am successfully carrying the normal load of courses, but I find that I have very little time for interesting activities outside the classroom.
3. ☐ c. I am successfully carrying the normal load of courses, but I find that it takes all my available time and energy and that I have no time left for interesting activities outside the classroom.
4. ☐ d. I am carrying less than a normal load of classes, in order to have time for some interesting activities outside the classroom.
5. ☐ e. I am carrying less than a normal load of classes, and find that it takes all my available time and energy to keep up with my studies.
6. ☐ f. I am carrying less than a normal load of classes, and can do this only by excessively long hours of hard work on my studies.
9. ☐ g. Indicate any other situation _____

36. If you have been ill since coming to New York University, from what source did you receive medical advice and treatment? Please respond by checking the appropriate item in the list below:

Col.

39

1. ☐ a. I have not been sufficiently ill to require medical services.
2. ☐ b. I have received medical advice and treatment only from the Student Health Service of New York University.
3. ☐ c. I received medical advice and treatment only from a private physician recommended by the Student Health Service.
4. ☐ d. I received medical advice and treatment only from a private physician recommended by a friend.
5. ☐ e. I received medical advice and treatment only from a private physician whom I selected myself without a suggestion from others.
6. ☐ f. I received medical advice and treatment both from the University Health Service and from a private physician.
9. ☐ g. Indicate any other situation _____

37. In what sort of accommodations are you now living? Please check the appropriate response in the list below:

Col.

40

1. ☐ a. A student dormitory of New York University
2. ☐ b. A student dormitory of some other university
3. ☐ c. A rented room
4. ☐ d. An apartment
5. ☐ e. A hotel room
6. ☐ f. A fraternity house
7. ☐ g. With an American family
8. ☐ h. With a family who originally came from my own country
9. ☐ i. Indicate any other _____

38. Do you share housing with others? Please check the appropriate response in the list below:

Col.

41

1. ☐ a. No, I live alone because I prefer to live that way.
2. ☐ b. No, I live alone, but I would prefer to share housing with one or more others.
3. ☐ c. Yes, I share housing with one or more other students from my own country.
4. ☐ d. Yes, I share housing with one or more other students from abroad, but not from my own country.
5. ☐ e. Yes, I share housing with one or more students from the U.S.
6. ☐ f. Yes, I share housing with students, some from abroad and some who are from the United States.
7. ☐ g. Yes, I share housing with a family who are U.S. citizens.
8. ☐ h. Yes, I share housing with others who are not students.
9. ☐ i. Indicate any other arrangement _____

39. How did you find your present housing? Please check the appropriate response from the list below:

Col.

42

1. ☐ a. With help from the Foreign Student Center
2. ☐ b. With help from New York University Housing Bureau
3. ☐ c. With help from the Institute of International Education
4. ☐ d. With help from the Midtown Center
5. ☐ e. With help from one or more other students
6. ☐ f. With help from a faculty member at New York University
7. ☐ g. With the help of friends other than students
8. ☐ h. Through newspaper advertisements or real estate rental agency
9. ☐ i. Indicate any other _____

40. Have you experienced difficulty in obtaining suitable housing while attending New York University? If so, what was the cause of the difficulty?

Col.

43

Please check the appropriate response from the list below:

1. ☐ a. No difficulty experienced in finding suitable housing
2. ☐ b. Difficulty because of my color
3. ☐ c. Difficulty because of my nationality
4. ☐ d. Difficulty because of my religion
5. ☐ e. Difficulty because of a child or children in the family
6. ☐ f. Difficulty only because of the general scarcity of rental facilities convenient to the University at a price I can afford
9. ☐ g. Indicate any other source of difficulty _____

41. Have you moved to find better housing during the past year? If so, how many times have you moved? Please check the appropriate response in the list below:

Col.

44

1. ☐ a. No, I have not moved to obtain better housing in the past year.
2. ☐ b. Yes, I have moved during the past year, but not to obtain better housing.
3. ☐ c. Yes, I moved once during the past year to obtain better housing.
4. ☐ d. Yes, I moved twice during the past year to obtain better housing.
5. ☐ e. Yes, I moved three or more times during the past year to obtain better housing.
9. ☐ f. Indicate any other situation _____

42. Is your present housing satisfactory? Please check the appropriate response from the list below:

Col.

45

1. ☐ a. Yes, my present housing is satisfactory.
2. ☐ b. Present housing is unsatisfactory because it is too far from the University.
3. ☐ c. Present housing is unsatisfactory because it is too expensive.
4. ☐ d. Present housing is unsatisfactory because it is noisy.
5. ☐ e. Present housing is unsatisfactory because it is too small.
6. ☐ f. Present housing is unsatisfactory because it is dirty.
7. ☐ g. Present housing is unsatisfactory because the landlord or landlady is unpleasant.
8. ☐ h. Present housing is unsatisfactory because of undesirable neighbors.
9. ☐ j. Indicate any other reason why your present housing is unsatisfactory _____

43. Where do you obtain the meals that you eat while attending New York University? Please check the appropriate response in the list below:

Col.

46

1. ☐ a. At home in my own living quarters
2. ☐ b. At University cafeterias and snack bars
3. ☐ c. At restaurants outside the University
4. ☐ d. Some meals at home, others at University cafeteria
5. ☐ e. Some meals at home, others at restaurants
6. ☐ f. Some meals in University cafeteria, others in outside restaurants
7. ☐ g. Some meals at home, some in University cafeteria, and some in outside restaurants
8. ☐ h. I eat some meals with the private family where I am staying.
9. ☐ i. Indicate any other arrangement _____

44. Have you experienced difficulties with the food situation since your arrival at New York University? Please check the appropriate response from the list below:

Col.

47

1. ☐ a. I have experienced no food difficulties.
2. ☐ b. I have experienced some difficulty in adjusting to the kinds of food available.
3. ☐ c. I have experienced some difficulty because of inability to get some kinds of food that I enjoy in my home country.
4. ☐ d. I have experienced some difficulty because the quality of the food was not good.
5. ☐ e. I have experienced some difficulty because the meals served do not seem to be properly balanced -- too much meat, too much salad, etc.
6. ☐ f. I experienced some difficulty because the meals served are not tastefully prepared, e.g., inadequately seasoned, poorly cooked, etc.
7. ☐ g. I have had some digestive upsets because of poor food.
9. ☐ h. Indicate any other condition _____

45. Have you experienced difficulty from financial problems since coming to New York University? If so, what has been the nature of the problem?

Col. Please check the appropriate response from the list below:

48

1. ☐ a. I have had no financial problems since coming to New York University.
2. ☐ b. Financial difficulty experienced because of delay in remittance from my home country.
3. ☐ c. Financial difficulty experienced because of failure of sources in my country to provide funds as expected.
4. ☐ d. Financial difficulty experienced because of inability to find employment to supplement my other funds as expected.
5. ☐ e. Financial difficulty experienced because of unfavorable exchange rates on currency from my home country.
6. ☐ f. Financial difficulty experienced because of restrictions on the amount of monetary exchange that may be taken out of my country.
7. ☐ g. Financial difficulty experienced because expenses here were considerably higher than I expected.
8. ☐ h. Financial difficulty experienced in making suitable banking connections in the U.S.A.
9. ☐ i. Indicate any other source of financial difficulty _____

46. From whom have you obtained advice and assistance in meeting financial problems while attending New York University? Please check the appropriate response in the list below:

Col.

49

1. ☐ a. I have had no financial problems.
2. ☐ b. From the Foreign Student Center of New York University
3. ☐ c. From the Business Office of New York University
4. ☐ d. From my academic adviser at New York University
5. ☐ e. From a faculty member other than my academic adviser
6. ☐ f. From the Institute of International Education
7. ☐ g. From friends outside New York University
8. ☐ h. From a bank or other financial institution
9. ☐ i. Indicate any other source _____

47. With what groups have you had your principal social contacts since coming to New York University? Please check the appropriate response in the list below (check only the one that represents your principal contact):

Col.

50

1. ☐ a. I have had no social contacts since coming to New York University.
2. ☐ b. Contacts have principally been with persons from my own country.
3. ☐ c. Contacts with students from countries other than the U.S.A.
4. ☐ d. Contacts with University faculty members.
5. ☐ e. Contacts with students from the U.S.A.
6. ☐ f. Contacts with people in the United States not connected with New York University.
9. ☐ g. Indicate any other group _____

Questionnaire to N.Y.U. Students from Other Lands

48. While at New York University have you had satisfactory social contacts?
For each of the groups listed below please check the appropriate response
indicating the nature of your contacts with that group:

Col.

51

A. Contacts with other students from abroad:

1. ☐ a. I have had no contacts with those in this group.
2. ☐ b. I have had very little contact with those in this group.
3. ☐ c. I have had some contact with those in this group, but
such contacts in general have not been satisfactory.
4. ☐ d. I have had satisfactory contacts with a few people in this group.
5. ☐ e. I have had satisfactory contacts with many people in this group.
9. ☐ f. Indicate any other situation _____

Col.

52

B. Contacts with students who are United States citizens:

1. ☐ a. I have had no contacts with those in this group.
2. ☐ b. I have had very little contact with those in this group.
3. ☐ c. I have had some contact with those in this group, but
such contacts in general have not been satisfactory.
4. ☐ d. I have had satisfactory contacts with a few people in this group.
5. ☐ e. I have had satisfactory contacts with many people in this group.
9. ☐ f. Indicate any other situation _____

Col.

53

C. Contacts with citizens of the United States other than those in
New York University:

1. ☐ a. I have had no contacts with those in this group.
2. ☐ b. I have had very little contact with those in this group.
3. ☐ c. I have had some contact with those in this group, but
such contacts in general have not been satisfactory.
4. ☐ d. I have had satisfactory contacts with a few people in this group.
5. ☐ e. I have had satisfactory contacts with many people in this group.
9. ☐ f. Indicate any other situation _____

Col.

54

D. Contacts with people from your own country, outside the University:

1. ☐ a. I have had no contacts with those in this group.
2. ☐ b. I have had very little contact with those in this group.
3. ☐ c. I have had some contact with those in this group, but
such contacts in general have not been satisfactory.
4. ☐ d. I have had satisfactory contacts with a few people in this group.
5. ☐ e. I have had satisfactory contacts with many people in this group.
9. ☐ f. Indicate any other situation _____

49. What handicaps have you experienced in making satisfactory social contacts
since coming to New York University? Please check the appropriate response
in the list below:

Col.

55

1. ☐ a. I have not been handicapped in making satisfactory social contacts.
2. ☐ b. The language barrier has been a handicap.
3. ☐ c. Differences in social customs have been a handicap.
4. ☐ d. Lack of opportunity to meet others has been a handicap.
5. ☐ e. The extent of time I have had to devote to my studies has
left me little or no time to devote to social contacts.
6. ☐ f. Others have apparently been unwilling to make social contacts.
7. ☐ g. I do not care for social contacts.
9. ☐ h. Indicate any other situation _____

50. From what source have you had the most help in arranging your social contacts with people in the United States. Please check the appropriate response in the list below:

Col.

56

1. ☐ a. I have had no such contacts.
 2. ☐ b. The Foreign Student Center of New York University
 3. ☐ c. Students from my own country
 4. ☐ d. Students from abroad other than those from my own country
 5. ☐ e. American Students
 6. ☐ f. University faculty members
 7. ☐ g. Religious organizations
 8. ☐ h. Groups related to my professional interests
 9. ☐ i. Indicate any other _____
-

51. Have you formed lasting friendships with any citizens of the United States since coming to New York University? If so, please indicate the number by checking the appropriate response in the list below:

Col.

57

1. ☐ a. None (no friendships formed).
 2. ☐ b. One
 3. ☐ c. Two
 4. ☐ d. Three
 5. ☐ e. Four
 6. ☐ f. Five to nine
 7. ☐ g. Ten to nineteen
 8. ☐ h. Twenty or more
-

52. Have you formed lasting friendships with other students from abroad since coming to New York University? If so, please indicate the number of such friendships by checking the appropriate response in the list below:

Col.

58

1. ☐ a. None (no friendships formed).
 2. ☐ b. One
 3. ☐ c. Two
 4. ☐ d. Three
 5. ☐ e. Four
 6. ☐ f. Five to nine
 7. ☐ g. Ten to nineteen
 8. ☐ h. Twenty or more
-

53. How do you feel about your relations with the students of New York University? Please respond by checking the appropriate item below:

Col.

59

1. ☐ a. I feel very much a part of student life at New York University.
 2. ☐ b. I feel to some extent a part of student life at the University, but not as much as I would like.
 3. ☐ c. I feel only remotely related to student life at the University.
 4. ☐ d. I feel very much isolated from the general body of students at the University.
 5. ☐ e. I do not care much for student life, and I have all of it that I want.
 6. ☐ f. I feel more comfortable not to be included in the general student life of the University.
 9. ☐ g. Indicate any other reaction _____
-

54. Have you been a guest in the home of one or more citizens of the United States? If so, on how many occasions? Please check below:

Col.
60

1. ☐ a. No, I have never been a guest in a home in the U.S.A.
2. ☐ b. Yes, I have been a guest in such a home once.
3. ☐ c. Yes, I have been a guest in such a home 2 or 3 times.
4. ☐ d. I have been a guest in such a home 4 to 6 times.
5. ☐ e. I have been a guest in such a home 7 to 9 times.
6. ☐ f. I have been a guest in such a home 10 to 14 times.
7. ☐ g. I have been a guest in such a home 15 to 19 times.
8. ☐ h. I have been a guest in such a home 20 or more times.
9. ☐ i. I have been a guest in such a home, but I do not recall how many times.

55. What has been your reaction to the occasions in which you have made visits to homes of people here in the United States? Please check below:

Col.
61

1. ☐ a. I have made no visits to homes here in the United States.
2. ☐ b. I was very pleased and happy with the experience of visiting a home in the United States.
3. ☐ c. I felt that the visit was instructive, but hardly enjoyable.
4. ☐ d. I was somewhat embarrassed and ill at ease at first, but this was soon overcome by the warm hospitality shown me.
5. ☐ e. I felt somewhat embarrassed and ill at ease, and I continue to feel that way on such visits.
6. ☐ f. I felt painfully embarrassed and ill at ease, so that the visit was something of an ordeal.
7. ☐ g. I had a feeling that I was being entertained out of a sense of duty, rather than from a sincere desire to become well acquainted and friendly with me.
8. ☐ h. Such visits seem to me to be a waste of time.
9. ☐ i. Indicate any other reaction _____

56. What sort of people in the U.S.A. have entertained you in their homes? Please check the appropriate response in the list below:

Col.
62

1. ☐ a. I have not been entertained in a home in the U.S.A.
2. ☐ b. Entertainment has mostly been in homes of University faculty members.
3. ☐ c. Mostly in homes of students whom I have come to know
4. ☐ d. Mostly in homes of people whom I met through a religious organization, such as a church.
5. ☐ e. Mostly in the homes of people who originally came from my own country.
6. ☐ f. Mostly in the homes of those who have business connections in my own country.
7. ☐ g. Mostly in the home where I live in a rented room.
9. ☐ h. Indicate any other _____

57. Are you interested in extra-curriculum activities at New York University? If so, which ones have interested you most? Please check below:

Col.
63

1. ☐ a. I am not interested in extra-curriculum activities.
2. ☐ b. I am interested in dramatics as an extra-curriculum activity.
3. ☐ c. I am interested in music.
4. ☐ d. Athletics
5. ☐ e. Literary organizations
6. ☐ f. Political organizations
7. ☐ g. Religious organizations
8. ☐ h. International student organizations
9. ☐ i. Indicate any other _____

58. Have you joined any student organizations at New York University? If so, how many? Please check the appropriate response in the list below:

Col.

64

1. ☐ a. No, I have joined no student organizations at New York University.
 2. ☐ b. Yes, I have joined one student organization.
 3. ☐ c. Two organizations
 4. ☐ d. Three organizations
 5. ☐ e. Four organizations
 6. ☐ f. Five or more organizations
-

59. Have you had suitable contact with some of the cultural facilities in New York City, outside the University? If so, in what areas have you made such contacts? Please check the appropriate response from the list below:

Col.

65

1. ☐ a. I have made no contacts with cultural facilities in New York City outside the University.
 2. ☐ b. I have attended the theater.
 3. ☐ c. I have attended musical concerts.
 4. ☐ d. I have attended scientific meetings.
 5. ☐ e. I have visited art galleries.
 6. ☐ f. I have visited museums of various sorts.
 7. ☐ g. I have visited zoological gardens, botanical gardens, etc.
 8. ☐ h. I have attended meetings associated with my professional interests.
 9. ☐ i. Indicate any other _____
-

60. Have your contacts with various cultural facilities in New York City, outside the University, been satisfactory? If not, what conditions prevented these contacts from being satisfactory? Please check the appropriate response in the list below:

Col.

66

1. ☐ a. Yes, my contacts with cultural facilities have been satisfactory.
 2. ☐ b. My contacts have not been satisfactory because of my lack of time for such visits.
 3. ☐ c. My contacts have not been satisfactory because I have not had sufficient money to pay admission fees to the events.
 4. ☐ d. My contacts have not been satisfactory because of the language barrier.
 5. ☐ e. My contacts have not been satisfactory because of my lack of familiarity with the location of such facilities.
 9. ☐ f. Indicate any other reason _____
-

61. Have you taken advantage of the opportunity to become acquainted with the headquarters of the United Nations since coming to New York? Please check the appropriate response in the list below.

Col.

67

1. ☐ a. No, I have had no contacts with the United Nations since coming to New York.
 2. ☐ b. I have visited the United Nations Building once or twice.
 3. ☐ c. I have visited the United Nations Building several times.
 4. ☐ d. I have sat in on some sessions of the United Nations and its Commissions.
 5. ☐ e. I frequently visit the United Nations and sit in on its sessions and those of its Commissions.
 6. ☐ f. I have become acquainted with some members of the delegation or staff from my own country in the United Nations.
 7. ☐ g. I have become acquainted with members of delegations or staff from more than one country in the United Nations.
 8. ☐ h. I feel very much at home in the United Nations.
 9. ☐ i. Indicate any other reaction _____
-

62. Do you feel that you are getting adequate opportunity to obtain an understanding of the life and institutions of the United States? Please indicate your reaction by checking the appropriate item in the list below:

Col.

68

1. ☐ a. Yes, I believe I am obtaining an excellent understanding of the life and institutions of the United States.
2. ☐ b. I am obtaining some understanding of the life and institutions of this country, but I do not have as much opportunity for this as I would like to have.
3. ☐ c. I am obtaining some understanding of the life and institutions of this country, but only in a very limited way.
4. ☐ d. I do not feel that I am obtaining an adequate understanding of the life and institutions of this country.
9. ☐ e. Indicate any other reaction _____

63. What sort of experience would be useful in assisting you to get a better understanding of the life and institutions of this country? Please check the appropriate response from the list below:

Col.

69

1. ☐ a. I am now obtaining an adequate understanding.
2. ☐ b. More visits in homes
3. ☐ c. An organized course of study dealing with the life and institutions of the United States.
4. ☐ d. More opportunity to visit the cultural facilities of the city, such as theaters, musical concerts, art galleries, etc.
5. ☐ e. More contacts with students from the United States
6. ☐ f. Opportunity to visit in small towns and rural communities
7. ☐ g. Opportunity to visit other universities and colleges
8. ☐ h. Opportunity to travel widely in the United States
9. ☐ i. Indicate any other _____

64. Do you feel that you have had adequate information about the general system of higher education in the United States, the different kinds of institutions, meaning of the various terms used, basis of transfer of credits among institutions, etc.? Please indicate your response by checking the appropriate item in the list below:

Col.

70

1. ☐ a. Yes, I believe that I have a very good understanding of the system of higher education in the United States.
2. ☐ b. I have considerable understanding of the system of higher education, but I would like to learn more about it.
3. ☐ c. I have some understanding of the system of higher education, but I am not clear about many of its features.
4. ☐ d. I have very little understanding of the system of higher education.
5. ☐ e. I am completely uninformed about the system of higher education.
6. ☐ f. I have no interest in knowing about the system of higher education in the United States.
9. ☐ g. Indicate any other reaction _____

65. Do you feel that while you are at New York University you are getting adequate opportunities to understand countries other than the United States, through contacts with students and citizens from those lands? Please indicate your response by checking the appropriate item from the list below:

Col.

71

1. ☐ a. It is not a part of my purpose, in coming to the United States, to obtain an understanding of countries other than the U.S.A.
2. ☐ b. Yes, I believe my contacts have broadened my understanding of other countries.
3. ☐ c. My contacts have been rather limited, and I have not had much opportunity to learn about other countries.
4. ☐ d. Though I have had contacts with students from other lands, I have not been able to learn much about those countries.
5. ☐ e. I am not learning much about other countries of the world from my contacts here at New York University.
6. ☐ f. I have learned almost nothing about countries other than the United States while I have been at New York University.
9. ☐ g. Indicate any other reaction _____

66. Have you had suitable opportunities while in the United States to interpret your own country to the people here? Please check the appropriate response from the list below:

Col.

72

1. ☐ a. Yes, I have had very gratifying opportunities to interpret my own country to people here.
2. ☐ b. I have had a few opportunities to interpret my own country to people here, but not as many as I would have liked.
3. ☐ c. I have had only very limited opportunity to interpret my own country to people here, but I do not feel that this is an important part of my mission in the United States.
4. ☐ d. I have had only limited opportunity to interpret my own country to people here, and I am disappointed, for I had hoped to do much of this while in the United States.
5. ☐ e. I have had no opportunity whatever to interpret my own country to the people of the United States, and I am greatly disappointed, for I feel it is an important part of my mission here.
6. ☐ f. I have had no opportunity whatever to interpret my own country while in the United States, but I do not feel that it is important for me to do this.
7. ☐ g. I am not interested in interpreting my own country to people here.
9. ☐ h. Indicate any other reaction _____

67. How many times since your arrival in the United States have you made talks or speeches about your own country to meetings of groups? Please check the appropriate response from the list below:

Col.

73

1. ☐ a. I have never made a talk to a group about my own country.
2. ☐ b. I have made only one talk to a group about my own country.
3. ☐ c. I have made two or three talks.
4. ☐ d. I have made four or five talks.
5. ☐ e. I have made six to nine talks.
6. ☐ f. I have made ten or more talks.
7. ☐ g. I have made a number of talks about my own country, but I do not recall just how many.

68. Would you like to have more opportunities to talk to groups about your own country? Please indicate your response by checking the appropriate item in the list below:

Col.

74

1. ☐ a. Yes, I would like to do much more speaking about my own country than I have thus far been able to do.
 2. ☐ b. Yes, I would like to do a little more speaking about my own country.
 3. ☐ c. I do not care to do any more speaking about my country than I am now doing.
 4. ☐ d. I do not wish to do as much speaking about my country as I have been asked to do in the past.
 5. ☐ e. I prefer to make very few talks about my own country.
 6. ☐ f. I prefer not to make any talks at all about my own country.
 7. ☐ g. Indicate any other response _____
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69. If the foregoing list of questions has failed to mention some point or points at which you believe New York University should improve its service to students from other lands, please state such points below, in your own words: